

BOOK STUDY: Deeper Reading: Comprehending Challenging Texts, 4-12, by Kelly Gallagher

Course No. 2009-17.....6 Hrs.

Overview

Do your students often struggle with difficult novels and other challenging texts? Do they think one reading of a work is more than enough? Do they primarily comprehend at a surface-level, and are they frequently unwilling or unable to discover the deeper meaning found in multi-layered works? Do you feel that you are doing more work teaching the novel or text than they are reading it?

Building on twenty years of teaching language arts, Kelly Gallagher, author of *Reading Reasons* and *Readicide*, shows how students can be taught to successfully read a broad range of challenging and difficult texts with deeper levels of comprehension. In *Deeper Reading*, Kelly shares effective, classroom-tested strategies that enable your students to:

- accept the challenge of reading difficult texts;
- move beyond a first-draft understanding of the text into deeper levels of reading;
- consciously monitor their comprehension as they read;
- employ effective fix-it strategies when their comprehension begins to falter;
- use meaningful collaboration to achieve deeper understanding of texts;
- think metaphorically to deepen their reading comprehension;
- reach deeper levels of reflection by understanding the relevance the book holds for themselves and their peers;
- use critical thinking skills to analyze real-world issues.

Kelly also provides guidance on effective lesson planning that incorporates strategies for deeper reading. Funny, poignant, and packed with practical ideas that work in real classrooms, *Deeper Reading* is a valuable resource for any teacher whose students need new tools to uncover the riches found in complex texts.

Recommended: All general and special education teachers

Presenter

Jack Costello, Questar III is a Literacy Staff Development Specialist, having previously been a classroom teacher for 15 years. He spends most of his days embedded in districts working with students, teachers, and administrators. His recent work has been focused on increasing reading and writing experiences using differentiated, concept based units aligned to the NYS Learning Standards using a backward design, UbD framework. He incorporates the work of Gay Ivey, Doug Fisher, Grant Wiggins, Carol Ann Tomlinson, Heidi Hayes Jacobs, Cris Tovani, and Amy Benjamin to move programs forward and improve student performance.

Dates: Monday, March 8, 2010.....3:15 - 6:15 p.m.
Monday, March 22, 2010.....3:15 – 6:15 p.m.

Location: KMS/LHS LMC

